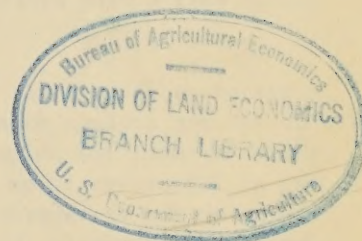


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**UNITED STATES DEPARTMENT OF AGRICULTURE**

**Bureau of Agricultural Economics**

**NEIGHBORHOODS AND COMMUNITIES IN  
COVINGTON COUNTY, MISSISSIPPI**



*by*

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*and*

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**Associate Agricultural Economist**

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UNITED STATES DEPARTMENT OF THE INTERIOR

BUREAU OF LAND MANAGEMENT

ALBUQUERQUE DISTRICT

COVINGTON, TEXAS

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# NEIGHBORHOOD AND COMMUNITY AREAS IN COVINGTON COUNTY, MISSISSIPPI<sup>1</sup>

Harold Hoffsommer  
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## INTRODUCTION

### Purpose

This publication has a three-fold purpose: (1) to show the importance of locality groupings in county planning; (2) to describe the specific neighborhood and community groupings as found in Covington County, Mississippi; and (3) to indicate the method by which these groupings were located and described with a view to the extension of this procedure to other similar areas.

It may be said that the general purpose of county planning is to secure a better life for farm people. In order to do this certain objectives are set up. They vary greatly according to local conditions and according to the views of those setting them up. But whatever these objectives may be, to be successful in the democratic sense, they must be subscribed to by the people themselves and the actual program must be carried out by the people living in the local neighborhoods and communities. So it is necessary that suitable arrangements be made through which these local people can and will function. The question immediately arises, "What are the natural groupings among these people through which a planning program can be carried forward, and group decisions reached?"

In the study reported here the history of neighborhoods and communities in Covington County has been traced through several stages. The boundaries of the communities and in some instances even the location of the centers have changed. The significant implication is that neighborhoods and communities do remain and that these of today are the descendants of these earlier stages of development. By noting these trends it is possible to forecast in some measure developments that will occur in the future and to make plans accordingly.

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<sup>1</sup>Ralph J. Nichols, Associate Social Science Analyst, assisted in collecting and assembling the data particularly on the phases dealing with social organizations.



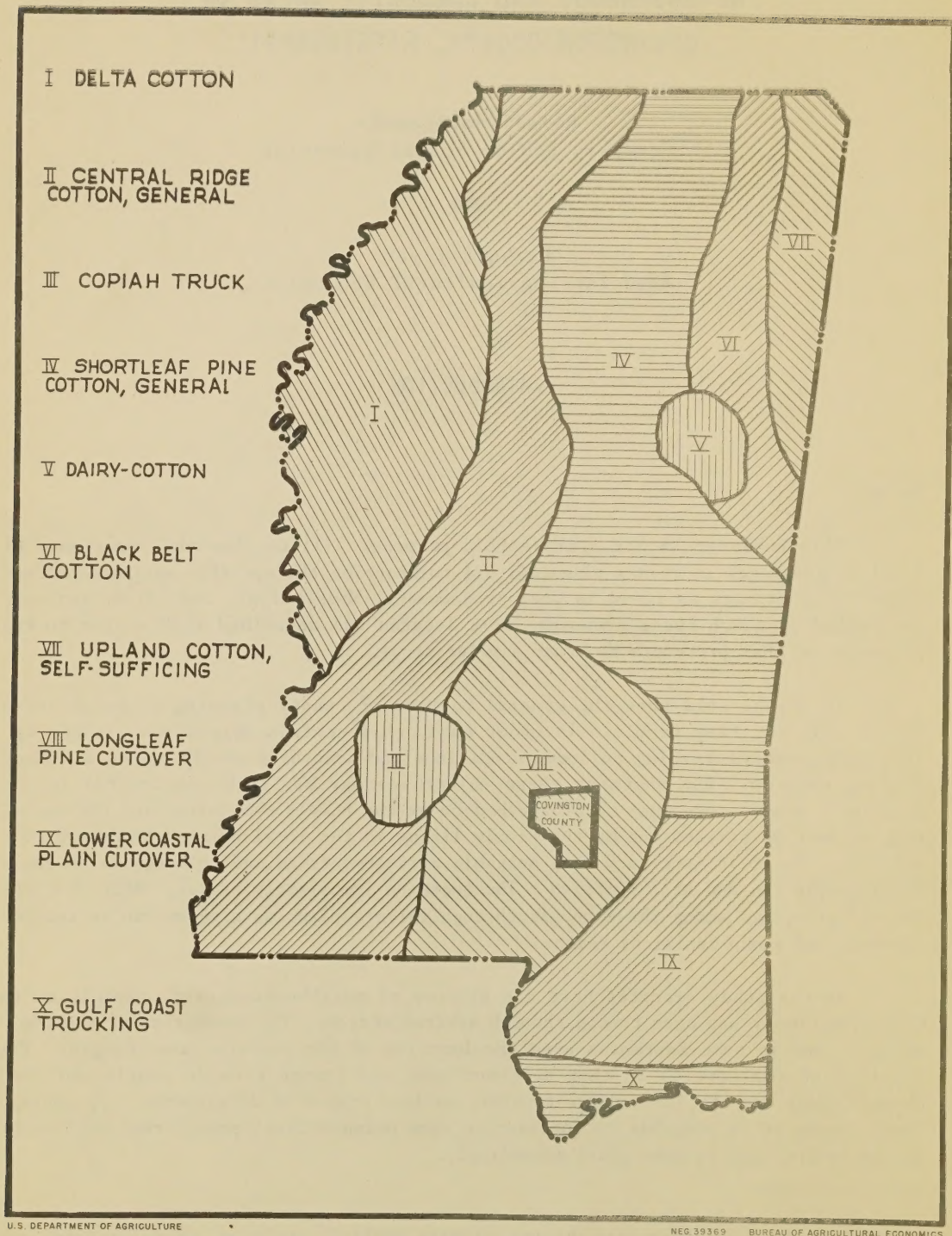


Figure 1. Location of Covington County, Mississippi, in relation to the farming areas of the State. (Adapted from Type of Farming Area Map prepared by Mississippi Agricultural Experiment Station.)



## Selection of Covington County

This study was centered in Covington County for two main reasons: (1) Covington County was selected to be the unified county in the Mississippi planning program for 1940 and knowledge of its social organization was needed to carry forward the program. Then, the County Planning Program makes possible to bring together, in complementary relation, the efforts of the several agencies which are concerned with the program. (2) Covington County represents specifically the problem of the cut-over pine section, (which extends roughly into 20 counties in southern Mississippi), and in general the problems of the hill sections of the State.<sup>2</sup> It is located virtually in the center of the cut-over pine section and is approximately 60 miles southeast of Jackson, the State capital (fig. 1, p. 2).

## Historical Perspective

Pioneers used the rivers as trade routes. They floated down with their produce and walked back. Across these river routes were two main post roads. One, called the Janesville road, paralleled the old Choctaw Indian boundary line and connected Janesville on the west with Ellisville to the east by way of Hot Coffee. The other, known as the Old Township road, passed through the center of the county connecting the Mount Carmel trading center on the west with the Ellisville trading post on the east by way of Williamsburg, the county seat. Centers of settlement as represented by schools, churches, and mills grew up beside the streams and on the post roads, usually at fords or crossroads. The streams furnished not only power for the mills and water for home use, but also means of transportation. In most instances church and school formed the nucleus of the center but in a half-dozen locations sizeable sawmills were also included. In several instances the centers consisted only of grist mills. The roads which led to important points outside the county were largely east and west and crossed south-flowing rivers. Ox trains and river boats furnished the chief means of transportation. (fig. 2, p. 5)

The railroad, built through the county in about 1900, followed the course of the Okatoma River on its way to the Gulf (fig. 2, p. 5). Centers of settlement as represented by church and school locations grew up around it. Dummy lines were extended from the main line into the timbered areas. Along and at the end of these dummy lines neighborhoods with schools, churches and stores developed. Many of these centers remain today where camp and mill formerly stood. As transportation became easier, neighborhoods tended to group into communities and villages grew at strategic points along the railroad. State and national highways have been built with the north and south highways paralleling the railroad and the river (fig. 2, p. 5). East and west highways cross the county and connect centers of trade in other counties. The transcontinental bus and the monster motor truck now follow the courses formerly traveled by ox teams. There is increase of population and some shifting to the highways, but in general the early pattern of settlement still remains.

In the days of the longleaf yellow pine, when the hills and valleys were covered with fine virgin forests, the county had wealth but did not recognize it. While the big mills were cutting and selling the timber, leaving the land desolate, there was a general appearance of prosperity. Actually poverty was almost at hand.

<sup>2</sup>The population of 17,025 (1940) is approximately 70 percent white and 30 percent Negro.

During the short era of high prices of cotton, when yield was good on the newly cleared lands, the outlook again was promising. But with the coming of the boll weevil the hopes of hard-working men and women were again shattered.

Other sources of income have given promise of better days but they were not well fulfilled. The people are further depleting the natural resources by cutting the second-growth pine for pulpwood and again leaving the land desolate. In the meantime the soil has continued to wash.

Today there is talk of oil and the people hope that this may help them to get a living from a difficult agriculture.

On the other hand they are gradually coming to realize that the surest way to successful living is not through dependence upon uncertainties over which they have no control but through a determined and consistent effort to improve their soil and to promote a better type of farming and community living.

## THE NEIGHBORHOOD

### Origin of Neighborhoods

The beginnings of the rural neighborhood may be found in the groupings of the early settlers for mutual advantage. Neighbor helped neighbor in clearing forests and building homes. In times of stress--birth, sickness, death, and poverty--neighbors gave material aid as well as sympathy. Churches were built and each settlement had its school. Each had also its neighborhood store. The church, the school, and the store formed the center of settlement life and activity, and the leaders of these institutions were the group leaders. Loyalty to the group was developed through working together. So the rural neighborhood began.

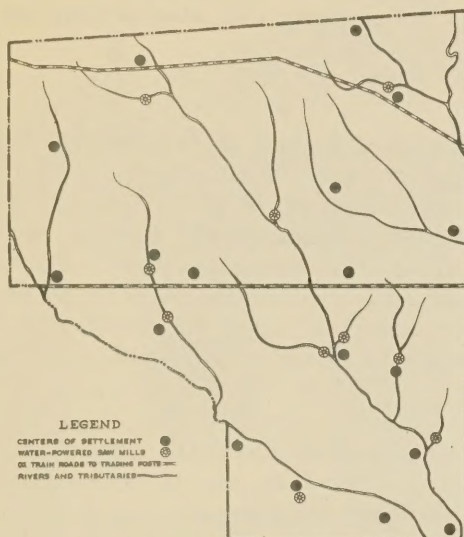
The rural neighborhoods of the county are mainly those of an earlier time (fig. 2, p. 5). Through the years the people have grouped themselves into some 50 neighborhoods, centered about the churches, the schools, and the stores. These groupings remain typical, but each group has its separate identity in much the same way that individuals have separate personalities.

The origins of these settlements have had much to do with their later development, and their present characteristics. On the basis of origin and development they can be classified into several types. Specific physical factors giving rise to neighborhoods in Covington County include such items as the location for an overnight camping place on a post road, site for the location of water mill, opportunity for the establishment of a trading center, location for school or church, location for sawmill; station on the railroad, and the location of a ferry or a ford at the river. Other factors include grouping of kinspeople, changing economic conditions forcing families as a group to seek new locations, similar farming types, and other influences and conditions that led people to decide as to their place and way of living.

### Examples of Neighborhood Types

The following descriptions of neighborhoods in Covington County are illustrative of neighborhood types. In addition, they indicate the nature of the information necessary

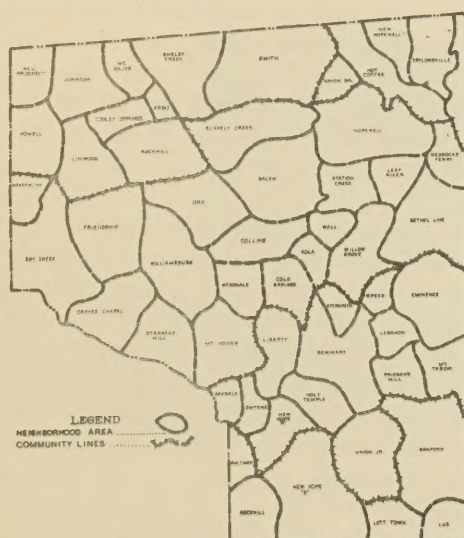




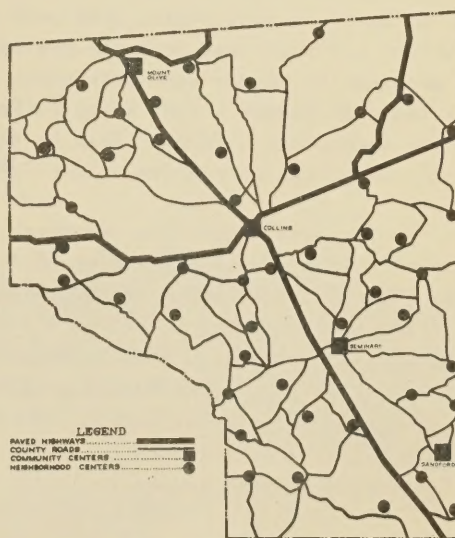
A. River and post road era, 1825-75



B. Railroad era, 1875-1915



C. Neighborhoods and communities, 1940



D. Modern highway era, 1915-40

Figure 2. Centers of settlements by eras and relationship of neighborhoods to communities.

to delineate neighborhood boundaries.<sup>3</sup> These descriptions are merely samples of the information collected; similar material was gathered for each neighborhood. The essential point is that this information, together with its broader implications, needs to be understood by the people in the local areas concerned, so it may guide them in the formulation of their local programs. Since the origin of the county, communities and neighborhoods of the county have changed; this report deals with them as they are today.

#### TRANSPORTATION ROUTE - HOT COFFEE

The neighborhood of Hot Coffee came into being because of its location on an early transportation route and it developed because of its good farming lands and facilities for trade, school, and church. It was one of the important early settlements in the county and was located on the old post road leading to Reddocks Ferry on the eastern boundary of the county. The neighborhood is about 10 miles northeast of Collins, 10 miles east of Mount Olive, and 8 miles south of Taylorsville. About 50 or 60 families are grouped about the neighborhood center which has three stores, a school, and a church with preaching services once a month. Four teachers in the school teach the 80 pupils enrolled in the 8 grades.

Hot Coffee was established as an overnight camping ground for pioneer settlers in the western part of the county, when traveling to Ellisville, the early trading center. A ford during low water and a ferry when the water was high permitted crossing of the river at a nearby point, where a highway bridge is now located. The story of its naming is told in a recently compiled WPA history of the county. "An old gentleman by the name of L. L. Davis, a mail rider, (the mail was then carried on horseback) saw an opportunity to extract a little cash from the travelers by establishing trade with them. He therefore prepared to supply them with cakes and hot coffee. In order to get his business advertised, he bought a very large coffee pot and had painted on the side of it in large type the words 'Hot Coffee.' This he placed on top of the post in front of his store and the center has been known as Hot Coffee from that day on."<sup>4</sup>

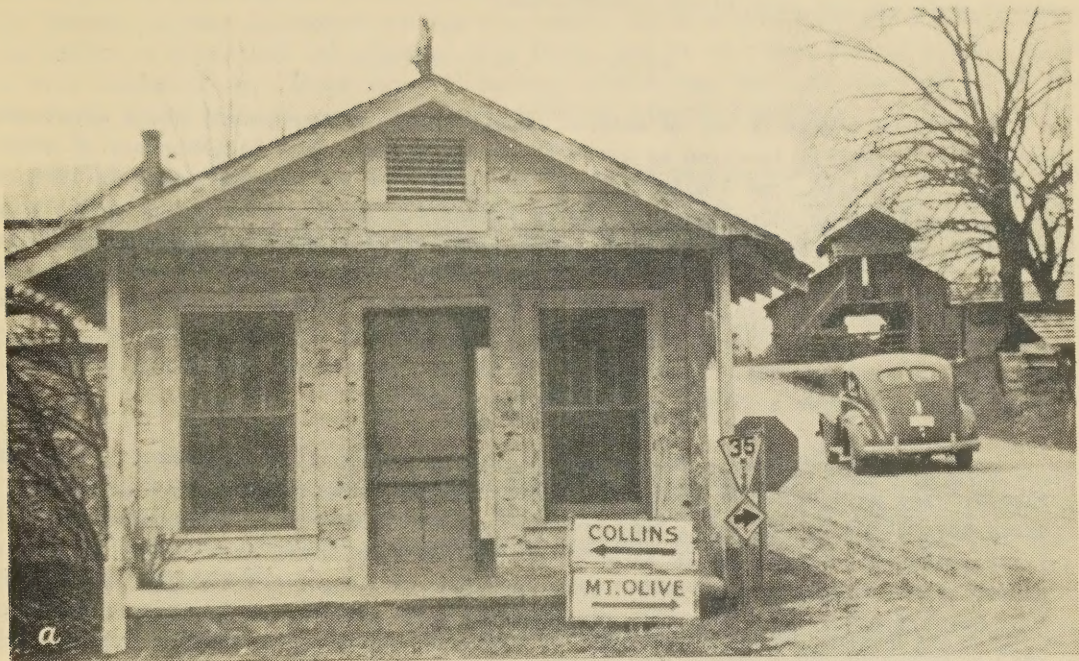
In its early days this neighborhood was sparsely settled but in time it grew and prospered. People within a radius of 8 or 10 miles used it as their headquarters for trade, church, and school. Today, with improved roads and modern transportation facilities, three large communities, each about equidistant, are bidding for the attention of the citizens of the Hot Coffee neighborhood with offers of more and better services. Until recently, pupils attended high school at Taylorsville in the adjoining county; now they go to the Salem Consolidated school in Covington County about 6 miles away. Three consolidated school districts, each eager for new territory, encircle the neighborhood, and Hot Coffee is hard pushed to maintain its elementary schools.

At the fork of the road near the store is a building which first served as a post office and later as a doctor's office. The mail is now delivered by a rural carrier and the doctor long ago gave up his practice. A double highway sign stands near the vacant building, one arrow pointing to Mount Olive, a trading center, the other pointing to Collins, the county seat (fig. 3, p. 7). A new gravel highway gives easy access to Taylorsville in another direction. Hot Coffee is no longer an important stopping place on a main highway, but its neighborhood loyalties remain. It may be

<sup>3</sup>See Appendix for detailed statement of procedure.

<sup>4</sup>Unpublished WPA History of Covington County.





*Figure 3.* Modern transportation has varying effects on the centers of the county. *a.* Hot Coffee post office once was housed in this building but has since been removed to a larger center. The arrows on the sign give evidence of a pull in several directions. *b.* Since the paved highway through the county missed their business section, citizens of the Seminary community constructed a paved road to the village and attempt to attract passersby by means of this sign.



considered a part of the Taylorsville community, but its loyalties to the Taylorsville center have not yet been firmly established.

#### WATER MILL - PRIDGEN'S MILL

Pridgen's Mill is one of several neighborhoods in the county which developed because of favorable location at sites for water mills. This neighborhood of about 40 families is located some 3 miles east of Seminary. It had its beginning in 1868, when a water mill for grinding meal and sawing lumber was installed at a dam on Kelly Creek. The Mill proved to be a convenient meeting place for neighbors and became the business center of a small area. In contrast to most of the neighborhoods in the county, this neighborhood has not developed around the rural church and school; it has never had a school and has had no church until recently, when a Holiness church was organized. The old mill is still in use. It grinds a little corn into meal, gins a little cotton for mattresses, and saws a little lumber for local use.

A store at Pridgen's Mill provides some of the smaller and commoner needs of the family. The mill collects toll for its services in corn, cottonseed, and lumber. The store buys chickens and eggs, hogs and calves, sweetpotatoes or other products of the farm, which are trucked by the storekeeper to Seminary, where merchandise such as groceries, farm implements, and other farm supplies are bought and brought back to Pridgen's Mill for distribution. Even the corn taken as toll and sold at Seminary may be taken back to the mill and ground into meal by the citizens of the village. A blacksmith shop at the Mill sharpens the plows and does other work for the neighboring farmers but most of the services needed in the neighborhood are sought in the village of Seminary. Merchants there buy the farm produce and sell the supplies for the neighborhood. The school bus takes the children to the central school in Seminary. The railroad and highway at Seminary provide the best means of contact with the world beyond. The neighborhood feeling of Pridgen's Mill is strong but Seminary is recognized as the community center.

#### KINSHIP AREA - SPEED

The Speed neighborhood was founded in 1823 by William Speed and his family. He led a caravan of about 30 men with their families and slaves from North Carolina and settled in the southeastern part of Covington County because the section afforded good farming advantages. "These people raised cattle, horses, and sheep; also corn, cotton, cane, and rice. Two sons of William Speed remained in Covington County and are the forefathers of the large and respected Speed family in the county today," says the unpublished WPA history of the county.

The Speed neighborhood, located about 4 miles northeast of Seminary, is an integral part of the Seminary community and is loyal to the center. Approximately 25 families are in the group, all closely related. As the neighborhood developed, one of the early post offices of the county was established there and a store building was erected. When Covington County was organized the first courts were held there and the first sessions of this court convened under a massive magnolia tree which still stands in the center of what is now a cotton field. Later, a building was used as a meeting place and the rust-eaten key to this building is a prized relic of the Speed family. The center was known as Speedtown. The court moved to Williamsburg, the new county seat, and with the coming of the railroad the post office was closed and the people were served by rural carrier.



The early settlement had no dominant religious affiliations. There was a school but no church building and Sunday School was held in the school house. Itinerant Latter Day Saints, as they journeyed through the county, often stayed with the Speeds. By 1915, the entire neighborhood had embraced this faith, and it is today closely bound together in this denomination. There is still no church building; services are held in the various homes and this tends to draw the neighborhood closely together.

There has been little dissension in the Speed neighborhood. The people are quiet, hard-working, and intensely interested in education. They willingly consolidated their school with Seminary and the school bus takes the children to school there. There is a small rural store, but the main trade is with Seminary with which the Speed neighborhood is connected by a good farm-to-market road. This neighborhood is an illustration of a grouping in which the ties of kinship and friendship have played an effective part in both its founding and development.

#### CHURCH - MOUNT HOREB

The Mount Horeb neighborhood had its beginning about 1895 when a Baptist church was organized and a small school house was built. A few years ago the school district was divided between the consolidated districts of Collins, Williamsburg, and Seminary, and the school was abandoned.

The neighborhood, comprising about 45 families, is bound together by church, kinship, and tradition. These ties are weakening as the older people pass on and as new residents settle in the neighborhood. The school has gone, but church ties remain strong. A few years ago some of the younger people sought recreation in dancing and other forms of amusement not in accord with strict local church precepts, and there was a division in the congregation. A new pastor reunited the groups and again the center of neighborhood life is the church.

Mount Horeb, a "Missionary Baptist" neighborhood, cooperates more with New Hope to the south and Seminary to the east, (both of which are also Missionary Baptist) than with Smyrna and Liberty to the west and northeast, which are "Land Mark Baptist," or with "Holiness" at Hebrum to the south.

#### FARMING AREA - DRY CREEK

The Dry Creek neighborhood traces its origin to the time more than 120 years ago when early settlers came from South Carolina and occupied the land adjacent to Dry Creek. The planters, with their slaves, selected this location because, according to the local history previously quoted, "Dry Creek was choice land for farming not very rich but certain to make at least a fair yield in either dry or wet years. Some of the farmers had such prosperity and their Negroes so increased that there was soon no room for more of these on Dry Creek. The area is a closely integrated neighborhood and is known for the good farming and business methods of its people.

Later, the Dry Creek Academy was established and endowed by the Presbyterian church and flourished for many years before it finally gave way to the public-school system. On the site where the academy once stood, the Lone Star Consolidated School, so named because of its location on the Lone Star Highway, now serves the area. It was the first school in the county to build a gymnasium and it turned its attention to basketball and indoor sports.

All other activities cease when games are scheduled in the gymnasium prayer meetings are called off and the county agent has learned not to arrange for a farm meeting until he inquires as to whether there is a game at the gym. School activities are the center of neighborhood interest. In fact, the school represents a focus of interest for the several surrounding neighborhoods. From this standpoint and from that of general working relationships it might be considered a community rather than a neighborhood center. On the other hand, the number and scope of services are below that required for a community center in the sense that the term is here used.

The Dry Creek neighborhood is about 8 miles west of Collins and adheres to Collins as the community center, but Prentiss, 8 miles to the west, shares trade and other services with the neighborhood, and the loyalty of the citizens of Dry Creek is divided between the two centers.

#### SAWMILL - ORA

The Ora neighborhood of about 30 families, bordering Collins on the north, is an example of an open-country area influenced by the location of a railroad and a sawmill. The railroad was built through the county in 1900 and soon after one of the largest sawmills in the county was located at Ora. Many workers with their families came with the sawmill, and under the influence of the railroad and the mill the village grew rapidly and gave promise of becoming a leading community. Plans were made for a town and 100 acres of land were donated for a site. The name Ora was given to the neighborhood, which had been known as the Duckworth neighborhood, when application was made for a post office and it was discovered that there was already a post office named Duckworth in the State. During the years of the lumber industry the prospects of the center were encouraging. It had the railroad station, post office, school, church, and business houses needed for a busy sawmill village. But when the timber was "cut out," the sawmill with its workers moved to another location and Ora became again a small farming neighborhood. The post office, railroad station, school, and business houses have gone, and only the church remains.

The transcontinental highway which parallels the railroad gives easy access to Collins, the county seat, only a short distance away and the need for a community center at Ora has passed. Some influences of the period of growth have left their imprint on the neighborhood life, as evidenced by the local school situation. Soon after the removal of the mill with its people, it became evident that Ora could not maintain a school. Application was made to the school authorities at Collins for permission to unite with that district but was rejected and the children of Ora were left without school advantages. Salem, a rural consolidated school located approximately 4 miles from Collins, invited Ora to join its district. Transportation was provided and now the children of the Ora neighborhood travel through the Collins district to the Salem school 4 miles beyond. This has tended to bind the people of Ora to the Salem district rather than to Collins, the natural community center for the neighborhood.

#### INDUSTRIAL DISPLACEMENT - HOPEWELL

A Negro neighborhood of about 125 families has developed at Hopewell as the result of the economic changes which came about when the sawmills left the county. During the years of the lumber industry, hundreds of Negroes lived in sawmill towns along the Gulf and Ship Island railroad. When the timber was gone many found themselves



without jobs and some bought cut-over land on the ridge, built homes, and learned to farm. As this area is deficient in regard to a water supply, it was not homesteaded by white men and was therefore available to the Negroes. The area is known as Negro Ridge and marks the division line of the watersheds of the Okatoma and Leaf Rivers. The ridge extends north and south almost the entire length of the county. Hopewell is situated at the northern end of the ridge approximately 8 miles northeast of Collins, the county seat.

The neighborhood has an accredited high school with vocational agriculture and home economics courses and an active church of approximately 400 members which cooperates with the school, as well as with local fraternal and social organizations.

Hopewell is largely the home of former timber and mill workers and their descendants who had had little if any farming experience and who have had to learn farming the hard way. The condition of the land shows that, like many white farmers, they have learned somewhat late but the improvement, though gradual, is steady. There is a full cooperation with the various Federal agricultural programs and an earnest desire to utilize every agency that will promote the welfare of their race.

Hopewell may also be considered the community center for the adjoining Negro neighborhoods of Wall, New Hopewell, Lilly Rose, Shady Oak, Jones Chapel, and Rocky Valley, as many of the activities of these neighborhoods center there.

## THE COMMUNITY

### Origin and Development

Communities are composed of neighborhoods. With the changing conditions in rural living many new needs have arisen which are not satisfied by the small neighborhood organizations. Improved roads, new methods of transportation, and an increasing emphasis on individual and family needs have developed a stronger tendency to go from the neighborhood to the larger centers for more varied and better services. This necessitates the cooperation of larger groups of people. Thus neighborhoods team together in order to adjust themselves to the ever-widening demands of modern life. Out of this neighborhood cooperation the rural community has developed.

The term *community* is employed in a general way to signify the people living in an area tributary to the center of their common interests.<sup>5</sup> Several things may be pointed out in explanation of this definition. In the first place, the community is composed of people living within a definite geographical area and represents a definite social group. The center consists of a town or village in which the people satisfy their major interests. Obviously, in this day of rapid transportation it is somewhat more difficult to ascertain the community boundaries than in the horse-and-buggy days. On the other hand, these communities still remain.

With the coming of the railroad through Covington County, about 1900, and during the early years of the century when the timber industry was active, there was rapid

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<sup>5</sup> Sanderson, Dwight. *The Farmer and His Community*. New York, Harcourt, Brace and Co., 1922, p. 7.

population growth and community development. Villages located on the railroad (fig. 2, p. 5) grew rapidly and became the centers of service areas for adjoining open-country neighborhoods. During the height of the lumber industry several large sawmills were located at various points in the county. Had these remained it is possible that as many as 8 or 10 distinct community centers would have developed around these points.

But the passing of the sawmills brought a change. Population decreased sharply, wages and profits from the lumber industry ceased, and the whole economic base was drastically altered. Workers who did not follow the mills to new territory were compelled, almost overnight, to adjust themselves to smaller incomes and changes in occupation. Many became farm hands or bought a few acres and started to clear the stumps and cultivate the soil. With the change from industrial to an agricultural work the status of the community centers altered. The dummy railroad lines (fig. 2, p. 5) were removed and many of the camp and mill sites that did not have a church and school disappeared. For those that remained, roads to the village centers were built. As the scarcity of adequate services in the neighborhood centers became more evident more dependence was placed upon the larger centers. But the comparatively few people who remained were not enough to maintain the 8 or 10 centers that had given promise of developing into communities; only a few attained anything more than neighborhood status.

At present, in Covington County, there are three well-defined community areas and parts of three other communities have their village centers in adjoining counties. These areas are in various stages of development in the relationship between the open-country neighborhoods and the village center.

In some instances the community is closely integrated; service areas for trade, school, and organizations coincide to a marked degree and the village center serves the open-country neighborhoods effectively. In other instances the community is highly complex and although it affords wider and more varied services to the adjoining neighborhoods, the service areas do not coincide. The trade area differs entirely from those of school, church, and organization, or the center may serve as a school and organization center for only a part of the neighborhoods within its trade area. There may be harmony in the different areas for certain of the services with keen competition and bitter conflict over some of the other services that should function on a community basis. Neither the church nor the recreational facilities function on a community basis to any appreciable extent. The church remains the neighborhood center as of old and organized recreation is practically nonexistent.

Origin and lines of growth largely determine this relationship which exists between neighborhood and community. Assembling of neighborhoods into community groups frequently develops struggles between competing neighborhoods within the community area that hinders the full development of the community. Furthermore, struggles often arise between rival communities for the support of various neighborhoods. Each community tries to enlarge its trade territory and its area of influence. Many competitive factors are now at work in the county which tend to affect the rural groups in their efforts to adjust their bases of cooperation with their community. Sometimes these competitions are wholesome and lead to improved conditions in the neighborhoods involved. At other times the conflicts become purely local struggles for advantage, and are detrimental to all the affected groups. The origin of these conflicts sometimes lies in the dissensions of a former age and generation and have little reference to present problems.



Yet, the pressure of economic changes and the growth of new individual, family, and neighborhood needs are leading toward a greater importance for the rural communities in the county. The program for good highways (fig. 2, p. 5) is moving forward. Many of the schools have already been consolidated. The churches are not yet equipped for the needful leadership and new problems of many kinds are constantly arising.

## DESCRIPTION OF COMMUNITIES

### Collins

Collins, the county seat, with a population of approximately 1,100, is located on the railroad at about the center of the county, and has within its corporate limits the intersection of two State and national highways which afford excellent transportation facilities in four directions (fig. 2, p. 5). Good gravel roads connect the center with the 18 or 20 neighborhoods which comprise its trade territory. The village maintains institutions and organizations which serve its own citizens in a fairly adequate way but few services are provided for those living in the surrounding open country.

From its small beginning as only a station on the newly built railroad in 1899, Collins grew and prospered. With the coming of the sawmills which made it the center of the lumber industry in the county, its population increased to more than 2,500 and economic and social life expanded accordingly. When the timber was exhausted and the sawmills left the county, prosperity vanished and the population was reduced to 800 or 900. During this period the institutions and organizations of the village suffered so much that some were discontinued. A number of years of struggle followed, but with the advent of several Federal agencies and the building of State and national highways a gradual improvement began.

The development of Collins began with a county-wide struggle for the location of the county seat. During the era of prosperity, while the lumber industry was at its peak, the citizens had little trouble in securing and maintaining the institutions and organizations they wanted. The owners of the big mills provided without cost to the residents many of the services the village and its institutions required. They subscribed to the village churches and supported the small school without regard to the time when the people would have to carry their own responsibilities for town, churches, and school. With the closing of the mills, the village and its institutions were left without adequate financial support and with citizens untrained in planning and managing their own community affairs. During this period Collins was a neighborhood village affording some trade services for adjoining neighborhoods but it was not a community center in the strict sense of the term.

With the growth of the Collins community have come competitions and conflicts with various neighborhoods within its area. The school situation has been a source of friction and still retards the welding of present community relationships. Even when the sawmills and a large part of the mill population moved from Collins and the school was left without adequate support, the necessity for a larger school district both for the Collins area and for the improvement of school opportunities in adjoining neighborhoods was felt. During its prosperous years Collins had not cultivated the friendship of the neighboring districts; when the time came for school consolidation there was a bitter fight for territory. Collins acquired only a small irregular district composed

of the village itself and five small rural districts, wholly inadequate for its needs or for the best interests of the surrounding neighborhoods. The rural consolidated school districts of Salem and Williamsburg almost encircle the village of Collins and make it practically impossible for the Collins district to acquire the additional territory needed for a school system that will meet the requirements of a modern community.

The trade territory includes a wide strip through the center of the county extending from the eastern to the western boundary. Improved roads and modern transportation have extended the influence of the village center, and the merchants have made concerted efforts to stimulate the buying habits of the open-country people by means of trade days, advertising, reduced prices, and concessions to street carnivals. Federal agencies and the county business also attract attention to Collins as the community center and make the citizens of Collins conscious of the fact that the open-country neighborhoods are a part of its community.

But not all of the advantages resulting from improved transportation facilities favor Collins for the improved highways that bring the purchasers to Collins also permit the residents in the eastern part of the area to trade at Laurel and those in the western part to trade at Prentiss.

The various service areas of the Collins community do not coincide. The trade, school, church and other service areas differ and some times are in conflict. Much must be done before a type of teamwork and cooperation is developed among all the neighborhoods that will lead to the best community organization. Conflicts of long standing between neighborhoods prevent intelligent planning for present and future welfare. School questions are to be solved. Community leadership is needed as well as more effective organization to provide more varied and better services for a wider area. Yet even with these deterrents the Collins community is evidently moving forward to greater influence and to more extended boundaries. The highways, the county business and the Federal agencies all help to bring this about.

### Seminary

Seminary, one of the oldest communities in the county, is closely integrated. Fourteen neighborhoods are tied together by roads leading into the center, by schools, trade advantages, kinship, and by tradition (fig. 3, p. 7).

People of these neighborhoods have always brought their produce to the village for sale, have ginned their cotton, bought their necessities, and transacted business there. Seminary is peculiarly situated in that no other villages or communities are in competition and there are few rural stores outside the village for the rural people to patronize. The leadership in the community is drawn both from the village and from the open country. Various organizations and activities have their meeting places in the village but membership and attendance are from the open country as well as from the village.

In 1846, Zion Seminary was founded by Presbyterian missionary zeal and supported chiefly by endowments and contributions from the church's supporters in New York and by gifts from the wealthy planters in the Delta. Though the buildings were destroyed



during the Civil War, for the greater part of a century the influence of Presbyterian guidance was felt. Eventually, the site was deeded to the public schools and is now the location of a modern school plant.

When the lumber industry was at its peak the village was the scene of much business activity. Two competing companies had mills at Seminary, keen rivalry developed between the two companies and their employees. With the passing of the lumber industry, depression came and a succession of reverses followed. A bank failure shook the confidence of the community to its foundation; a fire swept away most of the business section and a new transcontinental highway missed the center by about a quarter of a mile. (fig. 3, p. 7). But the village, with the assistance and cooperation of the open country, struggled to meet these difficulties. Influenced by the good background, strengthened by the courage to face the issues, and compelled by the economic needs, a closely integrated community has been slowly evolved. The trade, the school, the organization areas are practically identical and both village and open-country residents participate in these activities. The churches, as in the other parts of the county, are established on a neighborhood basis and play little part in the development of community integration.

The village has shown intelligence in adjusting its relation to outlying neighborhoods. When school consolidation became the issue it was not forced upon the neighborhood groups; they were encouraged to observe and invited to join. This tactful procedure was due to good leadership of the local trustees and school leaders. In a few years the Seminary area was fully consolidated and the neighborhood districts were given full representation in all school matters.

The educational program has become a source of pride and satisfaction to the people. It has the support of the community and is the center of the community's interest. It is the result of a high degree of cooperation of a community working together for a common purpose.

### Mount Olive

Mount Olive, with a population of approximately 1,100, is located in the northern part of the county where the railroad and the transcontinental highway enter. Its trade area comprises 10 neighborhoods in Covington County along with several in the county to the north. Many advantageous factors help to make Mount Olive a favorable community center. Among these may be listed a cotton compress which is the only one between Jackson and Hattiesburg, a distance of 110 miles; a bank that has weathered all the depressions; well-stocked stores; a diversified farming and truck area; excellent transportation facilities; comfortable homes; good schools and churches; and adequate organizations.

The village was established by serious-minded, hard-working people whose character and ideals left their impress on the community and gave a stable cultural background for the economic and social life of the village. They cleared the land, tilled the soil, traded carefully, and husbanded their resources. When the lumber industry came they established the first sawmill in the county and sold their timber at good prices, and with the coming of the railroad they sold the right of way through their property and invested their money other than in the purchase of cut-over lands.

From the beginning Mount Olive has been known for its individualism, stability, and civic pride. It has gone on its way without much regard for county, State, or

Federal programs, as evidenced by its formation of a special school district to provide a different kind of school than those in other parts of the county. With an ingrained conservatism inherited from its founders, it has yet been a dreamer as a 40-room church building testifies. A tree-lined parkway in the center of the 4-lane drive which marks the course of the transcontinental highway through the village bespeaks a civic pride; well-kept homes and full-stocked stores attest to a complacent and confident people who cling to the past but face the future with assurance.

In the relationship of the center to the community area, Mount Olive has not made the same progress as it has in its own village life. Several factors have retarded the integration of the area into a community; two of the most important may be mentioned. The attitude of the village group has been somewhat characterized by self-sufficiency insofar as its institutions and organizations are concerned; the village schools, churches, lodges, civic and cultural clubs, have functioned almost entirely for the local residents. The Mount Olive Special School District was maintained for years for the village group and made little effort to serve its rural patrons, but recently it has joined with these neighborhoods and organized the Mount Olive Consolidated School District. The second retarding factor is the bi-racial composition of the population of the community which divides the interests of the people. Within the area is the Negro center of Linwood which serves the main interests of the Negroes.

Although it is one of the three largest communities in the county, Mount Olive is loosely organized and is not a community in the sense of the term that implies the interest of the citizens of both the village and open country in community activities. Residents of the open-country areas participate but little and they provide little of the community leadership in the activities of the institutions and organizations of the village. Most of this leadership is drawn from the descendants of pioneer families in the village group. This situation may change as the newly consolidated school district calls for the cooperation of more people, more groups, and greater participation of the outlying neighborhoods. This may tend to develop leadership from the rural areas and thus more closely knit the community.

### Sanford

Sanford, established about 60 years ago at the site of a water mill, is a small village in the southeastern part of the county and the center of the Sanford community, with a consolidated school as the chief service to its open-country neighborhoods. Its area in Covington County comprises two neighborhoods, one white and one Negro, along with others in an adjoining county.

At the height of the lumber industry and during the early years of the railroad era, Sanford prospered as a lumbering and shipping center, but with the removal of the sawmill and the decrease in railroad business, the village declined rapidly. When the marketable timber had been cut attempts were made to find profitable ways in which the cut-over lands might be used for farming.

Growing strawberries and vegetables for the eastern market once gave promise of success, when it was discovered that certain of the sandy loam acreages in the bottoms were well-adapted for such crops. A company was incorporated; Hungarian and Italian families were imported to provide cheap labor, and strawberries were planted on a large scale. Within 2 years about 800 acres of berries were under cultivation; during 1 year



it is said that 62 carloads were shipped and sold for a total of \$65,000. The new industry, which was in the hands of large growers, expanded too rapidly, became over-capitalized, and collapsed during the economic troubles of 1913. The small farmers organized a cooperative company to continue operations but because of inexperience of marketing matters and denial of credit by the banks and fertilizer companies the venture failed.

Some of the Hungarians and Italians remained in the county. They bought cut-over land, developed homes, and thus added a small foreign element to the population which has to some extent retained its own traditions. This has influenced the development of the community, although these groups have now been practically assimilated. Several large plantations with Negro tenants in the vicinity of Sanford retard somewhat the integration of the community, as the interests of the tenants center in their own neighborhoods and extend very little to the community center. Then the main highways have been built at a distance from Sanford and the local county roads lead away from rather than toward the center.

Three churches - two white and one Negro - serve the Sanford neighborhood but they do not increase the interest of the open-country neighborhoods in the center. Few services other than those of church and school are provided; the railroad gives little freight or passenger service and in general the trend is away from rather than toward a closer community integration.

#### Taylorsville and Sumrall

A few neighborhoods in the extreme southern and northern parts of the county have the center of their community interests in adjoining counties. Taylorsville on the north and Sumrall on the south are examples of this situation. Taylorsville has a consolidated school, good trading facilities, and a recently established office of the Rural Electrification Administration which, coupled with new highway construction, exert a strong pull on the four neighborhoods lying in Covington County and make them tributary to this community center. Practically the same situation exists at Sumrall, just across the south county boundary. In both these areas the residents have little interest in or connection with Covington County centers except as they relate to the necessity of occasional trips to the county seat to pay taxes, do business with Federal agencies, or attend court. The delineation of both these areas corroborates the fact that the boundaries of natural neighborhood groupings have no respect for artificial, political, or administrative boundary lines.

### SOCIAL ORGANIZATION AND ADMINISTRATIVE UNITS IN RELATION TO NEIGHBORHOODS AND COMMUNITIES

Delineation of neighborhoods and communities inevitably involves a discussion of the part the churches, school, and organizations play in determining and keeping constant the present boundaries. The beginning of many settlements was with the establishment of these institutions; the development or decadence of neighborhoods and their degree of integration likewise are frequently governed by these factors. A strong rural church or school, commanding the loyalty of its members or patrons, may be the chief agency in

welding a neighborhood into a compact group, and the closing or abandoning of such an institution (and consequent loss of the focal point of interest) may lead to its eventual disintegration. To a lesser degree, the number and type of the organizations functioning in the area may contribute in the same process, for these largely determine the extent of the friendly association which is necessary in building up and maintaining group loyalties.

In lesser proportion these same influences have an impact upon community areas. The consolidation of a school district, the entry of a new religious denomination, the dissolution of a social or fraternal organization, any of these may result in either strengthening or weakening the allegiance of a neighborhood to the community center to which it is tributary.

As this publication is concerned primarily with the delineation of neighborhoods and communities, no attempt is made here to discuss institutions and organizations except as they relate to these geographic areas.

### The Churches

Churches in Covington County are functioning chiefly on a neighborhood basis, just as they were in the pioneer days when the churches, schools, and crossroads stores formed the centers of activity (fig. 4, p. 19). Although the years have brought many changes in other institutions and organizations rural churches in the county remain the same, practically untouched by changes in education and economic progress. Rural crossroads stores have succumbed and schools have been consolidated or abandoned, but no churches have been abandoned in Covington County.

Of the total of 76 churches in the county, 18 are located in the four villages, with the remaining 58 in the open country. Geographically this represents a rural church to every seven square miles, or the center of a circle slightly less than 3 miles in diameter. Distribution of these churches is apparently governed chiefly by distribution of the population rather than by the economic status of the inhabitants. In addition, the location of the churches over the county, as seen on a land use map, shows that the poor-land areas are trying to support as many churches per capita as the more productive areas. Omitting children under 10 years of age, the county has a church building for each 182 persons. The bi-racial population must of course be remembered in connection with this number.

In general, the following conditions exist in the open-country area. Church buildings are in a poor state of repair and equipment is inadequate or entirely lacking. The county has only one resident pastor. Services are held only monthly and there is a dearth of the auxiliary organizations usually sponsored by active and progressive congregations. No yearly budgets are kept, but church expenditure seems to be synonymous with church income and the average yearly cost per member for church support in the county is \$2.85. The unsatisfactory physical condition of the average rural church is partly caused by the low incomes of its members but there is definite evidence of lack of vision and leadership in many of the churches.

Despite the evident shortcomings, the churches remain as the chief integrating force in most of the neighborhoods. There may be inadequate pastors, meager facilities and equipment, and insufficient financial support, but the loyalties of the



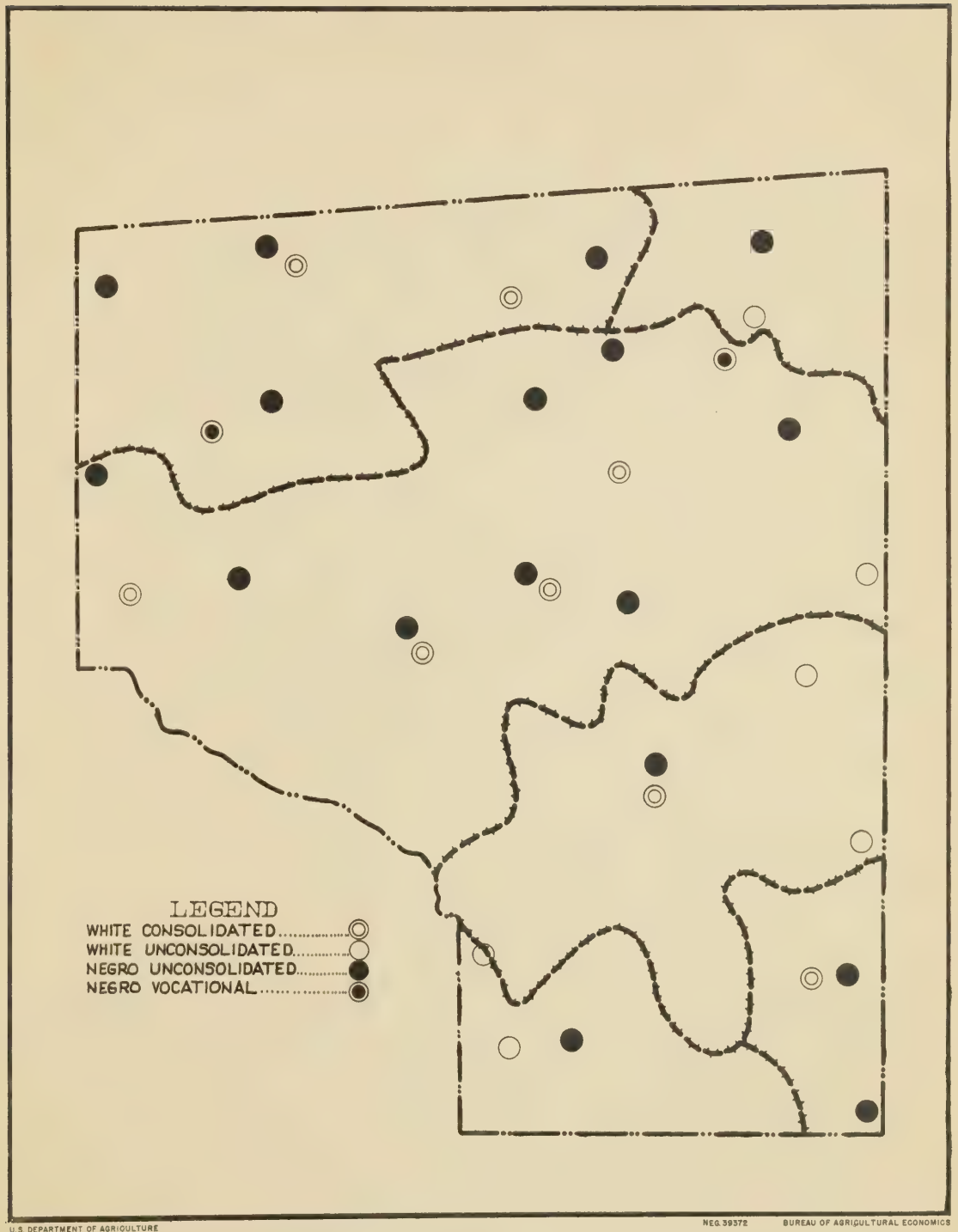


Figure 5. Distribution of schools in Covington County. Practically all of the white schools are consolidated as compared with the unconsolidated schools of the Negroes, and two of the communities contain more than one consolidated school each.





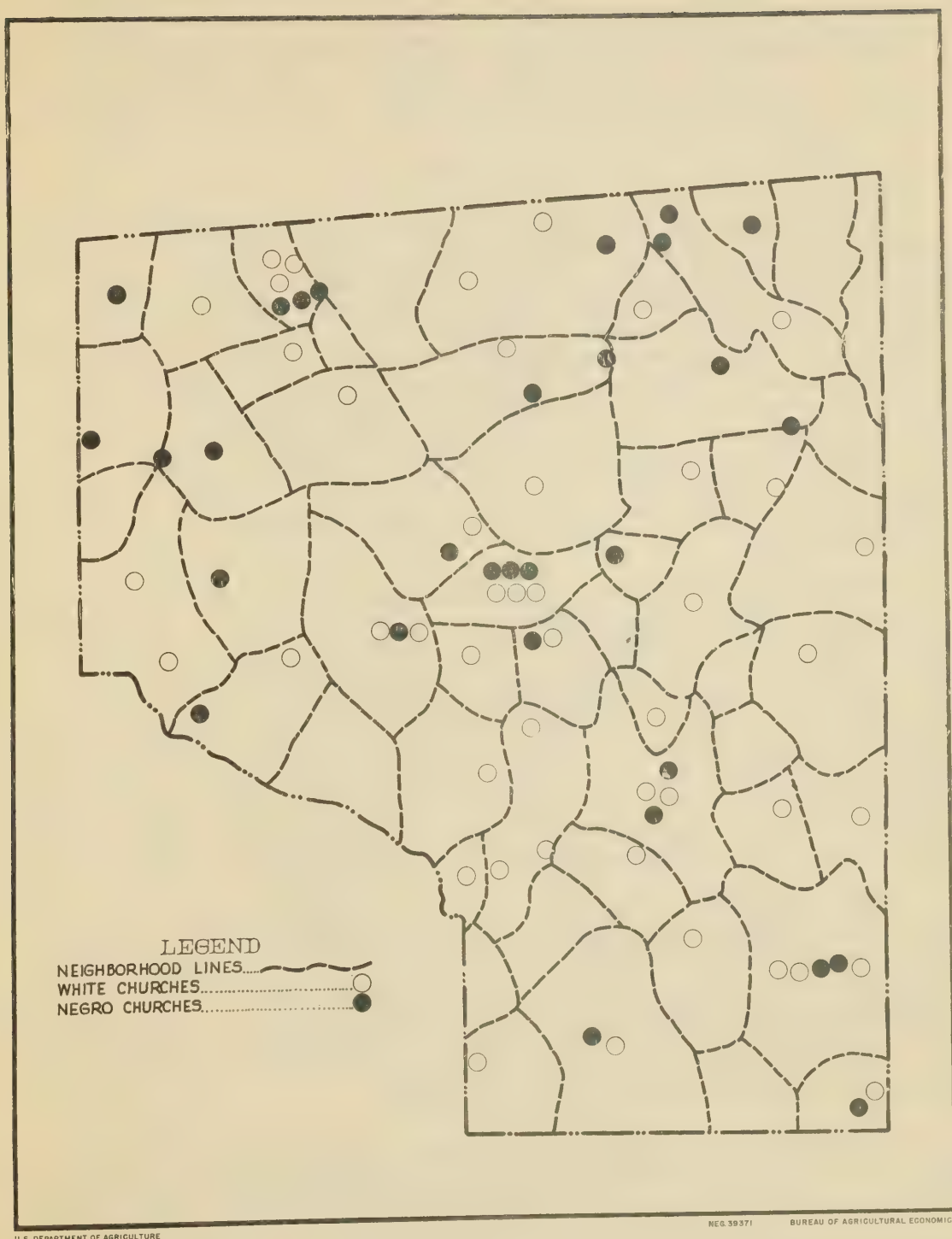


Figure 4. Distribution of churches in Covington County. Several churches are grouped in each of the community centers but most of them are in the neighborhoods throughout the county. This is true of white as well as colored churches.

members remain undiminished. A slight tendency for village churches to attract some rural attendance because of their more adequate programs and specialized facilities is noted, but this trend is yet too slight to be rated as an integrating factor in community development. That the church is so strongly a neighborhood institution is an unfavorable influence in the development of communities. Residents may look to the community center for medical services, banking, trading, schooling, and recreation but in religious affiliations their interests remain in the neighborhoods.

### The Schools

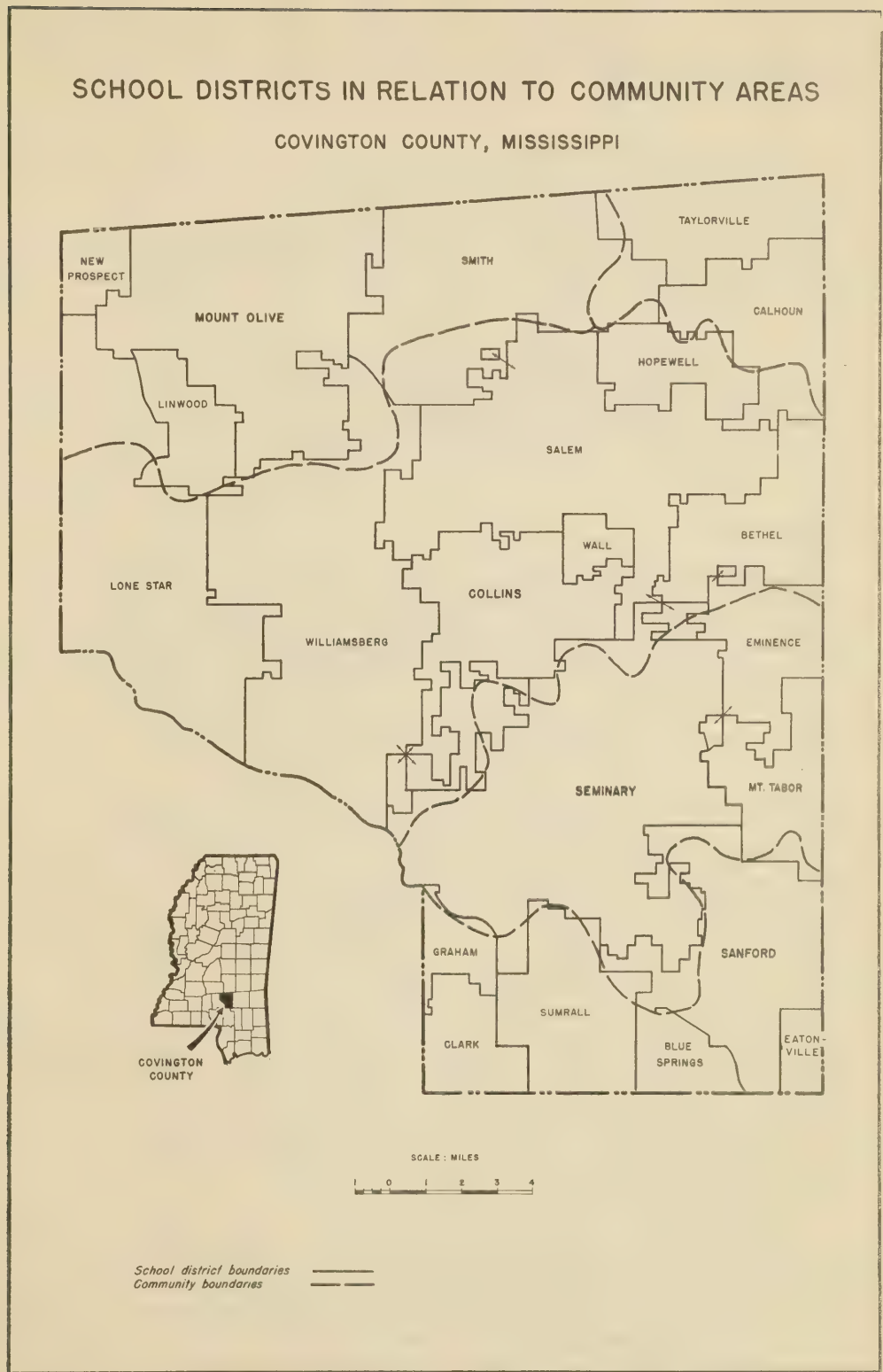
During the period of settlement, school houses for both races were built in the neighborhoods until about 45 or 50 dotted the county. Rarely was a family located more than 3 miles from its school (fig. 5, p. 19). This arrangement served the needs of the neighborhood groups until educational demands were made that the small rural school could not meet, then the movement for consolidation began. The movement has been only partially successful but eventually eight white consolidated districts were established with transportation facilities for the children. None of the Negro districts have been consolidated but two vocational agricultural high schools were organized. Reference to the map showing the consolidated school districts of the county emphasizes the fact that in many cases the districts bear little relation to the boundaries of the communities of which they form a part, and so do not tend toward community integration. An analysis of the school situation in the three largest communities will illustrate this more clearly.

Within the emerging Collins community are seven school districts, four of which are consolidated, Collins, Salem, Williamsburg, and Lone Star (fig 6, p. 21). As an outgrowth of old dissensions at the time of consolidation, each of these four areas jealously protects the rights and privileges pertaining to the administration of its school affairs, and regards with disfavor any attempt to consolidate with the others. Busses from the three districts traverse similar routes and even cross one another's districts. The neighborhoods are tributary to Collins in practically all economic matters but this attitude regarding the schools prevents the participation they would normally have in the community center's activities. The present organization of school districts in the Collins area hinders the community integration that is needed to provide the adequate school program that is wanted by the citizens of the community.

Within the Mount Olive community area are only two districts, Mount Olive and Smith, both of which are consolidated. For several years Mount Olive was a special district operated solely for the benefit of residents of the village, but recently the village and a number of its open-country neighborhoods cooperated in the organization of the Mount Olive Consolidated District, a step toward closer community integration. The Smith Consolidated School serves a strictly rural area and as its territory is an integral part of the Mount Olive community area its interests would perhaps be better served by eventual consolidation with the larger group.

The Seminary Consolidated District has played a part in the development and maintenance of farm-village relationships. Eleven school busses serve some 14 neighborhoods within the community area. The leadership and participation in school activities are well-distributed over the entire area and as a result the village and open-country neighborhoods have gradually developed into a closely integrated community with the school as the chief center of community interest.





*Figure 6.* School districts in relation to community areas. School district boundaries are not coterminous with community lines. The penetration of certain districts into other districts causes an overlapping of bus routes.

The Negro schools are mainly in the northern half of the county, most of them being within the confines of white districts. The Negroes tend to group around their neighborhood schools and to center the interests of their race about two vocational agricultural high schools.

The Hopewell District, in the northeast part of the county, is the partial community center for six other Negro neighborhoods, while Linwood in the northwest part is the center for four or five more. The Negroes use the white community center for the greater part of their trading but are developing their own centers for social, fraternal, and religious services. In Collins and Mount Olive are separate Negro sections which act as neighborhood centers but no considerable open-country participation is apparent.

The necessity of adjusting neighborhood and community life to the situations arising from improved facilities in transportation, and the demand for wider, more efficient, and more economical community services of all kinds require a new evaluation of the administration of the schools of the county to learn that reorganization is needed for modern community educational programs.

### Social Organizations

One of the most significant facts in the distribution of organizations in Covington County is their concentration in the three villages and their scarcity in the open country (fig. 7, p. 23). Although comprising only 16 percent of the total population, the villages contain 41 percent of all the organizations; conversely, the open-country areas with 84 percent of the population have only 59 percent of the organizations. Put in another way, there is an organization for every 81 white persons in the villages, and one for every 274 persons living in the open country.

Obviously the formal means of social participation in the rural areas is limited. Analysis of these rural organizations by type emphasizes this deficiency. The 42 rural organizations (both white and Negro) are composed of four types: religious (Women's Missionary Societies, Ladies' Aids, etc.), agricultural (4-H and Home Demonstration Clubs), educational (Parent Teachers Associations), and fraternal (Masonic, Eastern Star, etc.). The membership of the first three is composed almost entirely either of women or youths, leaving only the fraternal organizations available for the adult male population, and none at all for older youths.

The organizational set-up apparently does not as yet contribute markedly to the integration of the rural areas with the community centers. Where organizations exist in the villages, membership is welcomed and even solicited from open-country residents, and, as in several of the churches, there is already a noticeable increase in attendance by the rural people. It would seem that this will inevitably induce a closer tie and more stable and cordial farm-village relationships.

The recent introduction of a new element may greatly change these things. The Federal agricultural agencies, working cooperatively, have stimulated the establishment of eight Rural Community Organizations strategically located in live neighborhood centers throughout the county. These clubs meet in the evening, semimonthly or monthly, have programs that are planned by their own committees and are developed chiefly from local talent, and ending with a social hour. Informality and neighborliness is emphasized,



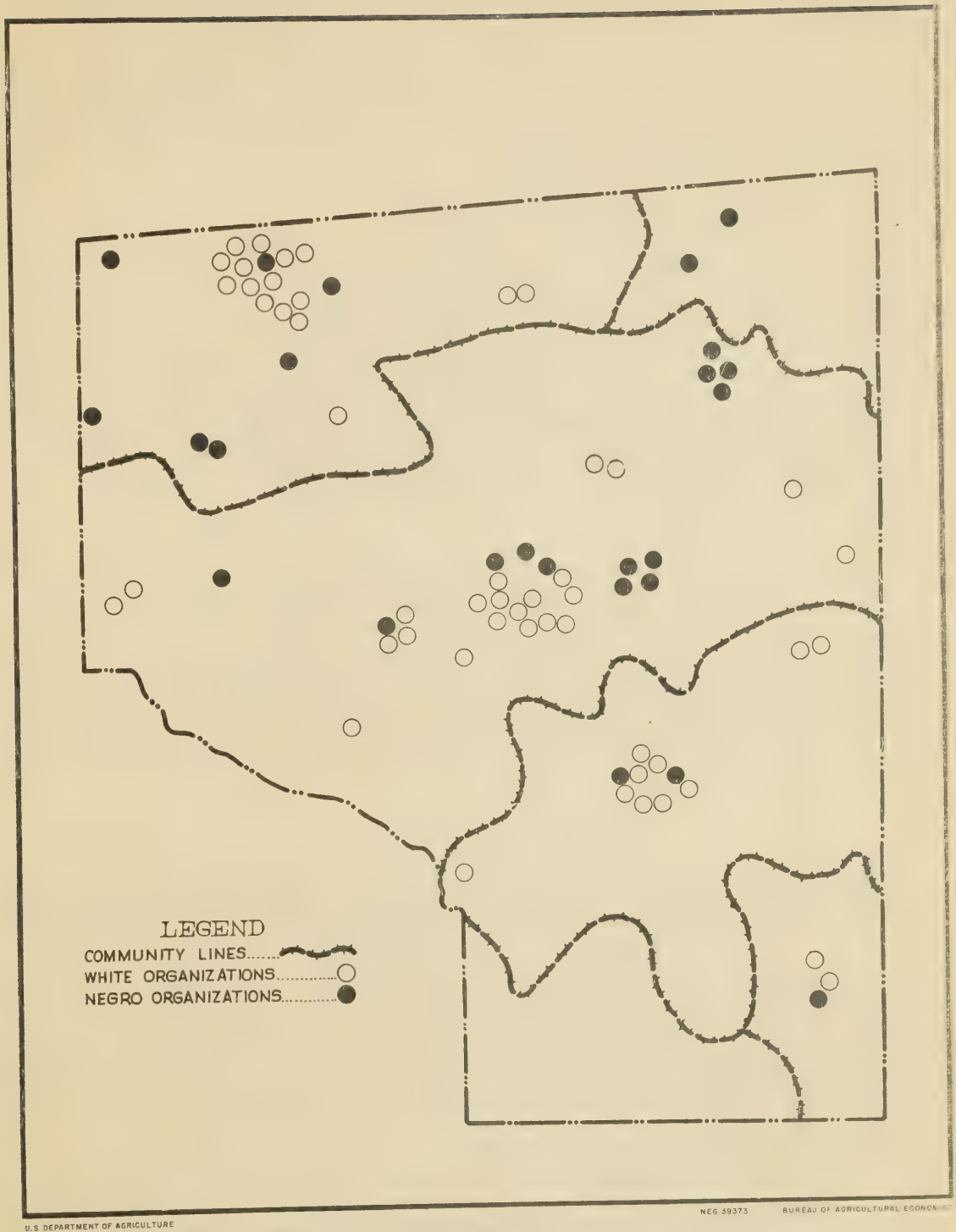


Figure 7. Distribution of social organizations in Covington County. Auxiliary organizations to church and school are included but not the churches and schools themselves.

and during the first few months strictly educational features are held to a minimum. Governmental agencies take no part unless specifically asked for help in guiding the policies.

These activities are too new to be evaluated in terms of community integration but the enthusiasm with which the organizations are being received indicates that they will have a beneficial effect in certain areas and will bring a much closer relationship between small groups of neighborhoods.

#### Minor Civil Divisions

The county is divided into five minor civil divisions (beats) for the purpose of administering various functions of the county business, as the construction and maintenance of roads and schools, the conduct of elections, and other departments of county affairs (fig. 8, p. 25). Natural neighborhood and community boundaries show no present relation to the boundaries of the beats, nor is there available evidence that they ever have. Thus in county administration a neighborhood or community may lie in more than one beat. As the beats are merely administrative units it is not to be expected that they have any particular influence on the boundaries of neighborhoods and communities and they apparently have still less effect on the integration of these areas.

#### Arbitrary Planning Areas

In order to organize the county for the work of the unified planning program it was first divided by the committee into eight areas (fig. 9, p. 25). This division represents approximately equal geographic units rather than natural groupings of the population so the boundary lines of these areas often divide neighborhood groups and the community committees may be composed of people who do not know one another and are not accustomed to joint group action. It seems reasonable to believe that through the determination and recognition of natural groupings the planners can avoid the difficulties that arise from a method that does not bring together people of neighborly interests.

### SUMMARY

The more important of the factors regarding neighborhoods and communities which have important bearing on a planning program in Covington County are here briefly summarized:

(1) Wide-spread participation of the local people in planning is desirable in order that they may bring their own experience to the making of plans for their common welfare, may understand the reasons for suggested changes, appreciate the results that may follow, and give willing support to the action program that is implied in the planning. This participation is likely to be secured more easily when the natural groupings of people are considered the basic unit in the planning program. The people in such groups are accustomed to work together on their neighborhood problems.

(2) Arbitrary areas, as in the case of minor civil divisions (beats or townships), ignore the natural groupings of people and do not afford a satisfactory basis for full cooperation in a planning program, for people in the artificial area are not used to working together and have no feeling of belonging to the group.



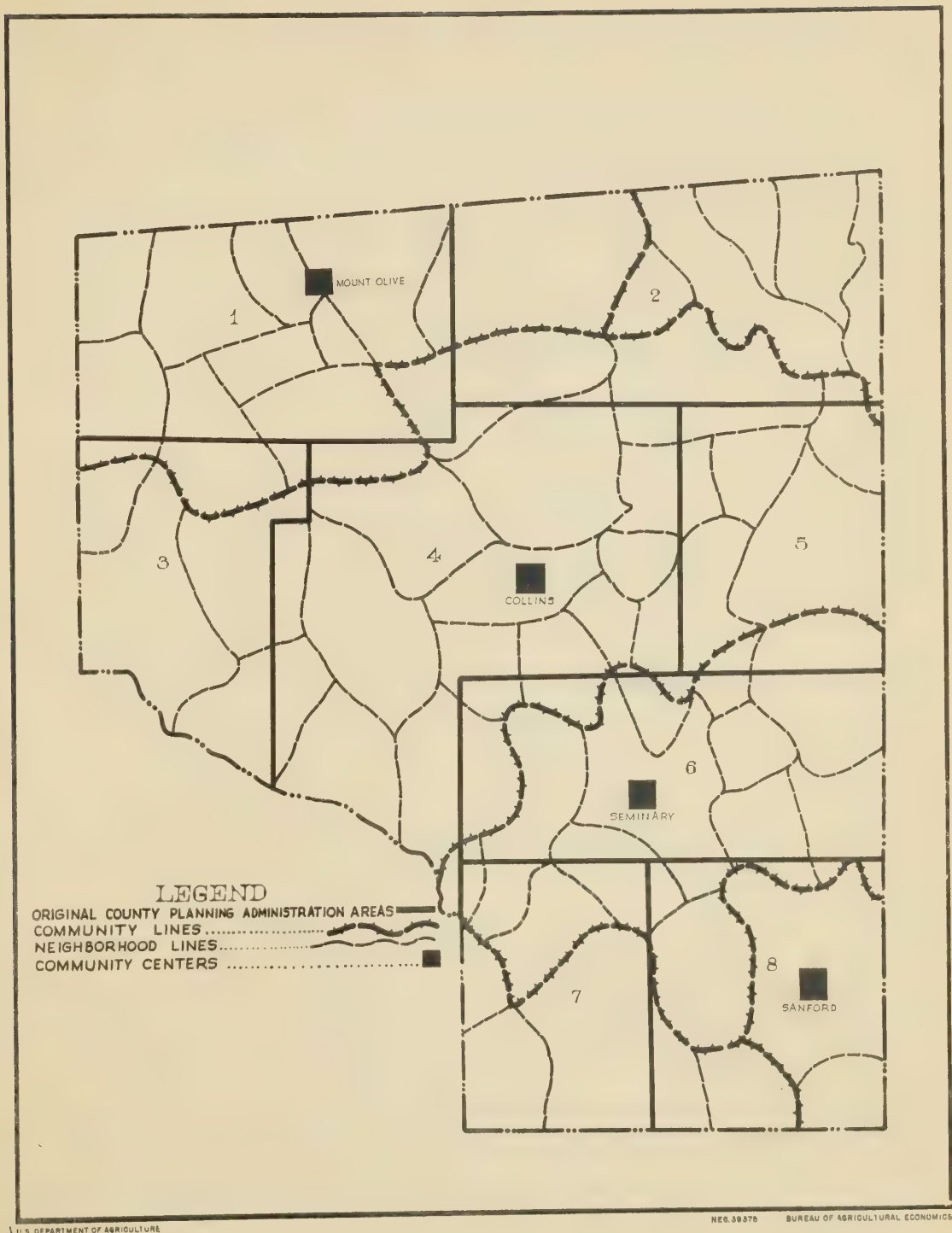


Figure 9. Relation of community and neighborhood areas to the original areas of the County Planning Committee. The community areas as ascertained by this study differ considerably from those established by the Planning Committee.





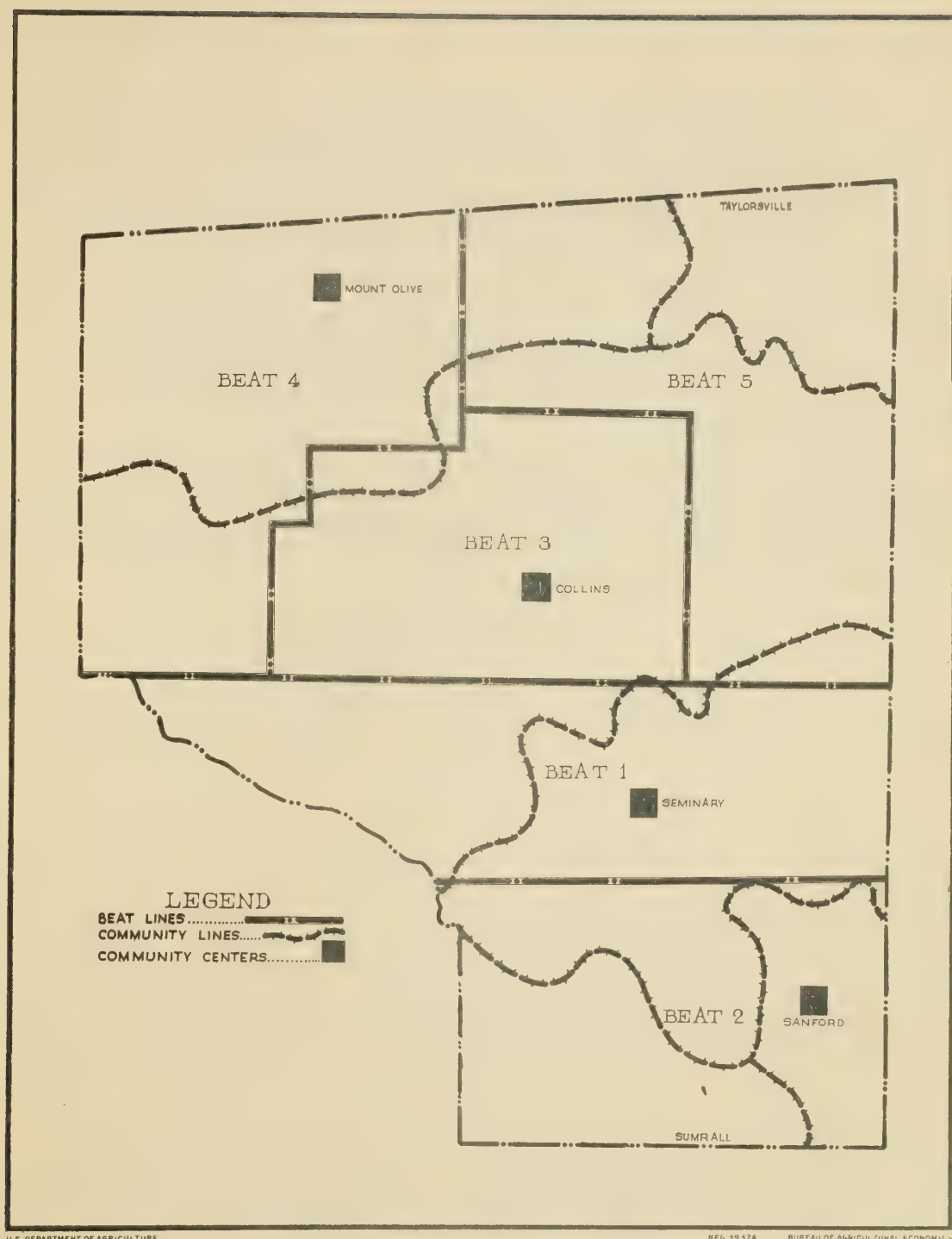


Figure 8. Community areas in relation to political subdivisions (beats).

(3) The loyalties and the ways of living of the local groups are a logical outgrowth of the differences in their origin and backgrounds, and this must be considered in planning and action programs.

(4) Neighborhoods group about a larger center which provides wider and more varied services than can be found locally; thus they form a rural community. The degree of this integration is determined by such factors as availability of transportation facilities, extent and variety of services provided at the center, and intensity of loyalties and prejudices. But however closely the neighborhoods are bound to the community center, certain loyalties will prevent the complete subordination of the neighborhood to the community.

(5) In the development of neighborhoods and communities, competitions and conflicts between groups sometimes occur because of conflicting interests. Racial differences, trade competitions, diversity of opinion about the problems of church, school, and organizations, or any other maladjustments in the relationship of the people may cause them. These competitions and conflicts must be considered when formulating any cooperative program.

(6) No planning program in the South can ignore the problems involved in the bi-racial population, for they influence all individual and group social interaction. Although the races usually live in distinct groupings of their own, Negro settlements are generally integral parts of areas where white people live, and this leads to a duplication of institutions and organizations.



## APPENDIX

### Procedure in this Identification of Rural Neighborhoods and Communities

This neighborhood and community delineation survey included several steps (1) Establishing a satisfactory social relation with the people of the area, (2) locating and mapping the neighborhoods and communities, (3) describing the social characteristics of the several neighborhoods and communities. These three phases of the work were carried on more or less concurrently. No rule of thumb was used but the following observations may be helpful in establishing a logical and efficient procedure.

#### (1) Establishing a satisfactory social relation with the people of the area.

As the worker came as a stranger it was advisable for him to spend some time in becoming familiar with the county. A few days were spent in simply meeting people, with no particular purpose other than to develop a friendly attitude and good will. He tried to avoid the danger of regarding people only as a source of statistical data, for most people responded generously to a friendly interest in their surroundings, but might have an entirely different attitude if they think they are "guinea pigs" for research purposes.

To understand people either as individuals or as groups requires patience, a real interest in people, a sympathetic understanding of their problems, and an attitude that gives them full credit for their efforts in meeting the situations of living. The contacts were on the basis of his interest in people as well as his interest in social problems. He recognized that tact, courtesy, and genuine friendliness are the attributes needed for success.

#### (2) Locating and mapping the neighborhoods and communities.

The result of locating and plotting the neighborhoods and communities was a map showing all neighborhood and community areas of the county. With a State highway map at hand certain key people in the county were interviewed—the county agent, leaders in the federal agencies, county officers including the superintendent of education, political and social leaders, citizens of long residence in the county, and others familiar with county history. These people were asked to name and locate on the map all the major centers of the county including high schools, grade schools, churches, open-country stores, and other centers of local organization. They were also asked to indicate the chief areas of the county, together with the names most commonly used for them.

With this information as a guide the interviewer then went out into the county and by means of interviews with several citizens in each neighborhood marked off the individual neighborhood boundaries. As soon as he had completed the tentative delineation for a given neighborhood the interviewer moved on to the next and repeated the routine. Obviously, as the neighborhoods border on each other the delineation of each served as a check on the accuracy of the boundaries of the adjoining neighborhoods. In the actual delineation, a simple method is to ask the informant to locate on the map the house and to give the name of the family farthest to the north, south, east,

and west in his neighborhood; the encircling of these points therefore represents the area of the neighborhood. The authenticity of the bounds of this area can then be checked with the families whose names were given.

### (3) Analysis of neighborhoods and communities.

In addition to marking off the areas of the neighborhoods and communities it is necessary to know something of the social organization within the area--in fact, this information is necessary for proper delineation. Consequently the information to be used in description and in delineation was taken concurrently. The following questions, among others, were asked of each neighborhood informant:

What is the name of the neighborhood in which you live?

What services are offered by the area, such as schools, churches, stores, recreation?

How large an area is included in your neighborhood?

Can you locate on the map the approximate service areas for your neighborhood center?

Do the people of your neighborhood have a feeling of belonging in the neighborhood?

What are the things that the people in this area do together?

Are many of the people related to others in the neighborhood?

Are members of the early pioneer families still important members of the neighborhood?

Where would you draw the boundary line on the map to include the people who feel that they belong in your neighborhood?

What is there about your neighborhood that makes it distinctive and sets it off from other neighborhood areas?

To what community center does your neighborhood belong?

For what things do you go to the community center?

Where would you locate the boundary line on the map to enclose your community?

What other outlying neighborhoods have a feeling of belonging to your community?

How has this feeling of belonging to the community expressed itself in the past?

Why does your neighborhood feel more strongly attached to your community area than to some other community area?

Personally, do you think this feeling is justified? Will it continue? Is it growing stronger or weaker?

In addition, the following brief schedule was filled out for each neighborhood on the basis of the total information obtained from all sources:

## SCHEDULE FOR DELINEATION OF NEIGHBORHOODS

1. Name of neighborhood \_\_\_\_\_ White \_\_\_\_\_ Negro \_\_\_\_\_ No. families \_\_\_\_\_
2. Established when \_\_\_\_\_ Why \_\_\_\_\_
3. Service agencies at the center
  - a. Store \_\_\_\_\_ Name of owner \_\_\_\_\_
  - b. Filling station \_\_\_\_\_
  - c. Garage \_\_\_\_\_
  - d. Church \_\_\_\_\_ Denomination \_\_\_\_\_ Pastor \_\_\_\_\_
  - e. Pastor's home \_\_\_\_\_
  - f. School \_\_\_\_\_ Name \_\_\_\_\_
  - g. Teacherage \_\_\_\_\_
  - h. Gymnasium \_\_\_\_\_
  - i. Community house \_\_\_\_\_
  - j. Lodge \_\_\_\_\_ Name \_\_\_\_\_
  - k. Other services \_\_\_\_\_
4. Name two outstanding leaders in the neighborhood
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. Is the neighborhood influence increasing? \_\_\_\_\_ Stationary \_\_\_\_\_  
Declining \_\_\_\_\_
6. Is there a tendency to become part of a larger group, neighborhood or  
community? \_\_\_\_\_ If so, name the larger group \_\_\_\_\_  
\_\_\_\_\_
7. Give brief history.



Certain variations in the procedure outlined above, however, were used in this study, as a matter of check on the method given and to discover new approaches. In addition, this study included subject matter other than area delineation. Five separate schedules were used in assembling the information for this report - family, church, school, social organization and neighborhood questionnaire.<sup>6</sup> Most of the 2,253 family schedules were filled out with the assistance of school children throughout the county. The 65 church schedules, 33 school schedules, and 72 organization schedules were filled out by personal interview with the various individuals interested in the organization in question.

The family schedules were taken mainly through the schools. They indicate the place of residence of each family and items relative to the places where they participate in various activities. In the beginning it was intended to delineate neighborhoods and communities on the basis of these schedules. It soon became evident, however, that it was unnecessary to await this detailed information before marking off the local area. Therefore while these schedules were being completed the neighborhoods and communities were delineated by the shorter procedure, as previously described.

The results of this short procedure of community and neighborhood delineation were carefully checked in several ways: (1) A spot map showing the location of each open-country dwelling in the county was keyed to the schedule of the family in question. The total of 2,253 schedules represented a coverage for the county of approximately 80 percent of the total families in the open-country. Approximately, 85 percent of these schedules were secured through school children, the remainder having been taken by workers at the homes of the families. The families were distributed about equally throughout the county except that in the case of the Seminary Consolidated School District the coverage was (as near as could be ascertained) 100 percent. The schedules were sorted on the basis of the entry designating the neighborhood to which the family in question belonged and the results were checked with the area lines already established. Here and there in the county slight discrepancies existed but they were deemed not of essential significance for the purposes at hand.

(2) As a further check the Seminary Consolidated School District was studied especially. The area of this district corresponds in general with the Seminary community (fig. 6, p. 21). The total of 741 family schedules showing the various neighborhood and community attachments and taken in the 14 neighborhoods comprised, as nearly as practicable, all families in the district. Checking the areas derived in this way with the areas already established revealed no significant differences. Then at a later date the superintendent of the Consolidated District went into each class-room in the school and asked each child to name the neighborhood in which he or she lived. This information was checked against the spot map of rural dwellings and the neighborhood map. When differences were discovered, a worker visited the home in question to learn from the parents what they regarded as their neighborhood. The results of this procedure corresponded so closely with the areas already set up that it seemed unnecessary to extend this method of checking to the other parts of the county.

Throughout the work of checking, local people were employed who were familiar with the organization of the county and in many instances knew, personally, the families with whom they were dealing.

<sup>6</sup> Samples of these schedules may be secured from the Bureau of Agricultural Economics, United States Department of Agriculture.

# COMMUNITIES AND NEIGHBORHOODS IN COVINGTON COUNTY

## Neighborhoods in Mt. Olive Community

Mount Olive  
Johnson  
New Prospect  
Powell  
Linwood  
Rockhill  
Cooley Springs  
Shelby Creek  
Smith  
Arbo

## Neighborhoods in Collins Community

Collins  
Salem  
Blakely Creek  
Hopewell  
Reddocks Ferry  
Bethel Line  
Leaf River  
Station Creek  
Dry Creek  
Wall  
Kola  
Cold Springs  
McDonald  
Strahans Mill  
Graves Chapel  
Willow Grove  
Friendship  
Williamsburg  
Ora  
Mount Harmony

## Neighborhoods in Seminary Community

Seminary  
Speed  
Evergreen  
Mt. Horeb  
Lebanon  
Pridgen's Mill  
Union  
Holy Temple  
New Hope  
Oakdale  
Smyrna  
Eminence  
Liberty  
Mt. Tabor  
Union Jr.

## Neighborhoods in Sanford Community

Sanford  
Lux

## Neighborhoods in Sumrall Community

Lott Town  
New Hope  
Rockhill  
Aultman

## Neighborhoods in Taylorsville Community

Taylorsville  
New Hopewell  
Hot Coffee  
Union Sr.



MEMBERSHIP IN THE CONVENTION

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